# RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) IN THE STATE OF HIMACHAL PRADESH: AN EVALUATIVE STUDY

**A**
**SYNOPSIS**

**SUBMITTED TO THE HIMACHAL PRADESH UNIVERSITY, SHIMLA**
**FOR THE DEGREE OF**

**DOCTOR OF PHILOSOPHY**
**IN**
**EDUCATION**


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**“For the sake of ten years, we plant trees,**
**For the sake of a hundred years, we must educate the people”**

Education is an unique feature of human society enables the human beings not only to distinguish between the civilized and uncivilized, but also help them to achieve what otherwise remains unachieved. Education is a tool that plays a vital role in improving the socio-economic condition of the nation. It empowers citizens with analytical abilities, leads to better confidence level and fortifies one with will power and goal setting competencies. Education does not involve only textbook learning but also includes growth of values, skills and capacities. This helps individuals to plan for their career as well as play a part in building a new society with progressive values. Hence, education results in changing both invidual lives as well as that of the entire community for the betterment.

India has witnessed phenomenal development in education since independence. The overall literacy rate has gone up significantly during this period. However, the national goal of universalisation of elementary education and total eradication of illiteracy still requires a lot of efforts. There has been significant increase in education expenditure with huge expansion of educational institutions in India. There has been considerable and impressive increase in the enrolments of boys and girls including scheduled caste and scheduled tribe students particularly at elementary level of education. The dropout rates at the different stages of school education have been declining steadily. However, these rates are still very high and need sustained efforts to reduce them sharply.

The Right to Education has also been enshrined as a fundamental right by the constitution of India. It states that “The state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine.”

The 86$^{th}$ constitutional amendment making education a fundamental right was passed by parliament in 2002. The Right of children to free and compulsory Education act, a law to enable the implementation of the fundamental as right, was passed by the parliament in 2009. Both the constitutional amendment and the new law come into force from April 1, 2010.Himachal Pradesh has made a tremendous

progress in the field of enrolment of students, reduction in the dropout rate, improvement in the literacy rate, reduction in the gap of gender literacy rate etc.

### 1.1 Secondary Education

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. Primary education is a basic enabling factor for participation and freedom, for trading a life with dignity and overcoming basic deprivation, whereas secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio- economic development of the community.

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that schools leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII.

### 1.2 Rashtriya Madhyamik Shiksha Abhiyan

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aims at expanding and improving the standards of secondary education — IX- X. The RMSA would also take secondary education to every corner of the country by ensuring a secondary school (up to class X) within a radius of 5km for every neighbourhood. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is the most recent initiative scheme of Government of India to achieve the goal of universalisation of secondary education (USE).On the recommendations of CABE, Government of India has prepared a centrally sponsored plan for universal access at secondary education known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th plan at a total cost of Rs. 20,120 crore. This scheme was launched in March 2009 with the objective to enhance access to secondary education and to improve its quality. The

implementation of the scheme started from 2009-10. The other objectives include improving quality of education imparted at secondary by removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017 i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

**Funding pattern:** 75% of the capital cost will be borne by the Central Government and the balance 25% will be provided by the State Government. During the 11th Five Year Plan period, recurring cost will be provided by the Central Government on 75:25 sharing basis. The sharing pattern during the 12th Plan period will be 50:50 between Centre and State Government.

### 1.2.1 VISION

The vision for secondary education is to make good quality education AVAILABLE, ACCESSIBLE and AFFORDABLE i.e. 3A to all the children of the age group 14-18 years. The following is to be achieved with this vision in the mind:

- To provide a secondary school within a reasonable distance of any which should be 5 kilometer for secondary schools and 7 -10 kilometres for higher secondary schools,
- Ensure universal access of secondary education by 2017,
- Universal retention by 2020,
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

### 1.2.2 Goals and Objectives

To meet the challenges of Universalisation of Secondary Education (USE), there is a need for a change in the conceptual design of secondary education. The guiding principles in this regard are: Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity to move towards equity.

The main objectives of the scheme are as follows**;**

- To ensure that all secondary schools should have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all the children according to norms – through proximate location ( Secondary Schools within 5 kilometres, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling.
- To ensure that no child should deprived of secondary education due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.

### 1.2.3 Approach and Strategy for Secondary Stage

In order to achieve the Universalisation of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the credibility and qualities. The scheme will initially cover up to class X. Subsequently, the higher secondary stage will also be taken up. The strategy for universalizing access to secondary education and improving its quality are as under:

**1. Access**

For providing universal access to quality secondary education, it is advisable that specially designed broad norms are developed at the national level and provisions may be made for each State/UT should be kept in mind. The norms for secondary schools should be generally comparable to those of Kendriya Vidyalayas. Development of the infrastructure facilities and Learning Resources will be carried out in following ways:

- Expansion/ Strategy of existing Secondary Schools & Higher Secondary Schools shift in existing schools.

- Up gradation of Upper Primary Schools with all necessary infrastructure facilities and teachers.
- Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements.
- Opening of new Secondary Schools/ Higher Secondary Schools in unserved areas based on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly.
- Rain harvesting systems will be installed in existing school buildings
- Existing school buildings will also be made disabled friendly.
- New schools will also be set up in PPP mode.

**2. Quality**

- Providing required infrastructure like Black Board, furniture,Libraries, Science & Mathematics laboratories, computer labs, toilet cluster.
- Appointment of additional teachers and in-service training of teachers.
- Bridge course for enhancing learning ability for students passing out of class VIII.
- Reviewing curriculum to meet the NCF, 2005 norms.
- Residential accommodation for teachers in rural and difficult hilly areas.
- Preference will be given to accommodation for female teachers.

**3. Equity**

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/ needy students at secondary level.
- Inclusive education should be there and all the necessary facilities should be provided for the differently abled children in all the schools**.**
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education.

The interventions for children belonging to Educationally Backward Minorities will have to be based on intensive micro planning. The State Governments should design some interventions and campaign programmes to bring Educationally Backward Minorities in the educational Process. Some interventions could be as follows:

**Access and Enrolment**

- Reduction of educational inequities by giving priority to educationally backward areas and population sectors.
- High Quality Government Schools should be set up in all areas of Educationally Backward Minorities concentration.
- Exclusive Secondary and Higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education.
- State Governments are expected to ensure that a certain percentage of schools/ upgraded upper primary schools are set up in areas of Minority concentration. Special camps and bridge courses should be conducted for them.
- Open and Distance learning
- Providing hostel facilities.

**Retention**

- For better attendance there should be provision of some token awards, grades or incentives.
- Community involvement in mobilizing parents for regular attendance of their children.
- Providing scholarships.

**Achievement**

- Special coaching classes/remedial classes especially for Educationally Backward Minority girls and the children who are not doing academically well
- Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.
- Teacher sensitization programmes

RMSA recognizes the need for extending following interventions and resource support to the children belonging to SC/ ST/ OBC/ Educationally Backward Minorities including differently abled children at secondary and higher secondary stage.

- Providing textbooks, Workbooks, and Stationeries etc.
- Providing Uniforms, Footwear etc.
- Provision of Bicycle/wheelchair
- Boarding and lodging for each child
- Stipend for day scholars

- The State Governments can allocate adequate resources for providing textbooks, workbooks, stationeries, uniforms, foot wears, Bicycles/ wheelchairs etc.

### 1.2.4 MONITORING AND EVALUATION AT DIFFERENT LEVELS

The School Management and Development Committee (SMDC) will monitor progress of implementation of all the components of the RMSA scheme at school level. The Gram Sabha and Gram Panchayat will also monitor progress of implementation of all the components of the scheme at school level. The Head Master/ Principal of In-charge of Secondary School at School level will present all the documents before the Gram Panchayat / Gram Sabha. The District Programme Coordinator and District Panchayat will monitor all aspects of implementation including flow of funds, implementation of all components of the scheme at school level and District level, progress and quality of works, timely and correct payments etc. qualitative and equity aspects of implementation, collection of data for Secondary School Management System (SEMIS), its analysis and suggestions thereupon etc.The State Mission and State Government by a well structured channel and field visits will monitor all aspects of implementation including performance of all Districts on the quality and pace of implementation of all the components of the scheme for which funds are released, maintain SEMIS, frame guidelines for implementation etc. The State Government will send consolidated reports to the Central Government at every six months.The National Mission and Executive Committee / Project Approval Board (PAB)/ Project Approval Committee (PAC), the Bureau concerned and the Consultants at the Ministry of Human Resource Development, in addition to recommending release of funds to the States/ UTs, will also monitor the progress of scheme on the basis of half yearly reports and other reports.

## 2. REVIEW OF RELATED LITERATURE

**Mehta (2003)** in a study on universalisation of Secondary Education -Can it be achieved in the Near Future and concluded that upper primary education system is more efficient than primary education system. The goal of universal secondary education cannot be achieved unless the efficiency of primary education system is improved, without which even the goal of UEE cannot be achieved. Once the goal of

USE is achieved, only then one can think of universalisation of senior secondary education (USSE), which is nowhere, in sight. It is also observed that pass percentage from Grade X to XI is very low, which does not suggest that goal of USSE is possible in the next 20-25 years. Within the senior secondary grades, however, the transition rate between Grade XI to XII is quite high. The major areas of concern are:

(i) Inefficient status of primary education system;
(ii) Large number of unserved habitations and very low pass percentage from Grade X to XI;
(iii) Comparatively low participation of girls across educational levels;
(iv) Very low attendance rates especially in secondary level.

**Rani (2004)** investigated in a study on Secondary Education in India: Determinants of Development and Performance and concluded that inter-state variations by constructing an educational development and performance indices at two points of time. And compared their movements from the 1990s to 2000-01/2003-04. It finds that the same set of four states Bihar, Uttar Pradesh, Rajasthan and Madhya Pradesh are the poor scorers at both indices at secondary level even though Rajasthan and Madhya Pradesh have improved their enrolment ratios at upper primary levels at both points of time. Besides Kerala, around six states viz, Haryana, Maharashtra, Andhra Pradesh, Punjab, Himachal Pradesh and Karnataka achieve noticeably higher scores on both indices especially during 2003-04.

**Cohen and Bloom (2005)** conducted a study on Universal Basic and Secondary Education and found that the goal of providing high-quality primary and secondary education to all the world's children is as inspiring and formidable a challenge as any extraterrestrial adventures. Because many benefits of education do not accrue until students have had 10 or more years of education, and because primary education is more attractive if high-quality secondary education may follow, international conventions and national governments should adopt formally the goal of universal secondary education of high quality. Universal, high-quality primary and secondary education is achievable by the middle of the 21st century, though probably not at the current rate of progress. Achieving universal primary and secondary education of

high quality is likely to require enhanced political will to apply tested approaches combined with new interventions, carefully evaluated and widely reported.

**World Bank (2005)** showed in a study on secondary education and led to conclusions that India needs to develop “a mass secondary education that (a) is responsive to the country’s socioeconomic needs and capabilities, (b) can respond effectively to increased and diversified demand by expanding access to secondary education, (c) is able to retain enrolled students in secondary education, and (d) helps students graduate with the knowledge, skills, attitudes and experiences needed to exercise their choices beyond secondary education. It is hoped that this study will contribute to the dialogue regarding secondary education in India, and lead to the formulation and implementation of policies and programs which make the vision of such a mass secondary education system a reality.

**Panda and Reddy (2007-08**) concluded that India has embarked on an ambitious programme to achieve 75 and 50 per cent GER at classes IX-X and XI-XII, respectively, to ultimately universalize secondary education by the end of the next Five Year Plan i.e. 2017.The base from which this transition is to take place is very narrow making the task much tougher. The low quality, large inequalities between various social and economic groups, declining share of national income allocated to secondary education, add to the complexity of the task. The XI Plan rightly recognizes the enormity of the task and accords highest priority to universal secondary education in the allocation of Plan resources. The Plan also proposes to mobilize public and private resources .Thesuccess of theses efforts in universalizing secondary education critically depends on removing bottlenecks like improving the efficiency of elementary education, recruiting teachers in adequate numbers and training them appropriately, curricular diversification and up gradation, quality assurance and sustaining and utilizing higher allocations and evolving transparent regulatory framework for private sector participation.

**Banerji and Mukherjee (2008)** found that India's programme for universalisation of elementary education, the Sarva Shiksha Abhiyan (SSA), is regarded as the largest such programme in the world. Over the last five years, impressive strides have been made in improving infrastructure, ensuring access, bringing out-of-school children

into the mainstream education system and appointing teachers. In the next phase of the SSA, until 2012, the focus needs to shift to retention and quality, which are interlinked. Children's learning achievements can be improved significantly through appropriate strategies of teacher training and remedial education.

**Vineesha (2009)** concluded in a study that during the implementation of RMSA, the authorities should take necessary steps to ensure the participation of training colleges and university education departments, SCERT, SIEMAT, DIET, and other research centres in education. It is suggested that the authority should take the following measurement to enhance the quality of secondary education in our state. Teachers should be provided adequate reference books and other resource materials for better teaching. In service training programmes should be redesigned as need-based and problem solving in nature. Reference books, dictionaries should be made available in adequate number in each classroom with storage facility. Evaluation measures should be well defined by incorporating the changes intechno pedagogy.

**Lesforis (2011**) showed in a study on secondary teachers perceptions of introduction of universalisation of secondary education in St. Lucia and the result indicated that teachers had generally negative perception of almost all the aspects of introduction of universalisation of secondary education studied except their ability to teach diverse learners. Analysis of the interviewer revealed there were similarities in the perception of teachers, ministry officials and other key informants on some aspects of USE including the lack of preparation of teachers, but that there was disagreement on the level of involvement of teachers in the planning and implementation process. The result of this study sheds light on the importance of involving teachers in the change process to help ensure the success of new policy.

**Das and Pathak (2012)** concluded in a study on tackling the millennium development goals: Reducing the gender disparity in primary and secondary education on India and found that Massive educational deprivation of the girl child is a reality. It is crucial in regions where stubborn social norms of caste and patriarchy, along with poor governance, are rampant. The exclusivist state policy of control over curriculum choices, misappropriation of funds, non-implementation of education incentives and ideologically driven reforms and pedagogy are significant contributive factors. India is poised to become a super power; a developed country by 2020 and

this aspect must be supported by ensuring universalized gender-free education. All these aims require universalization of education.

**Hariharan and Rajeswari (2012)** found that the universalisation of secondary education has number of issues to be shorted out; economic issues cost of education, salary of the teachers, infrastructure, transportation cost, cost of maintaining laboratory and libraries. This paper analyzes in detail and examines the policy taken to universalize the secondary Education by the State Government and provides the plausible alternative solutions to many of the complicated issues.

**Mukhopadyay and Sahoo (2013)** found in a study on Does access to secondary education affect primary schooling? Evidence from India and concluded that distance to nearest secondary schools indeed a significant determinant of primary school enrolment and attendance. If secondary schools are more than 5Km away, then there is 2.5 percentage point decrease in the share of primary enrolled children. In the absence of continuing possibilities, household may pull their children out of primary schools. Thus, all level of schooling needs to be developed and accessible at the same time to achieve universal education.

**Sangeeta and Kumar (2013)** conducted a study on Provisions for Girls, SCs, STs and OBCs in Rastriya Madyamik Shiksha Abhiyan (RMSA) and found that RMSA is a centrally sponsored scheme to provide the education at secondary level and fulfil the goal of universalization of Secondary education. This mission has done many provisions for girls, SCs, OBCs, STs, minorities and other deprived group. These special categories should take benefit from this Rashtriya Madhyamik Shiksha Abhiyan so that the goal of universalisation can be completed within the time period.

**Zaidi (2013)** concluded in a study that facilities related to the provision of secondary education are not satisfactory in most of the north-eastern states. Over-all the position of access to secondary education is not very good in the north-eastern region, though the number of secondary schools per lakh population in this region is slightly higher than the national average. Further, secondary schools of the north-eastern states are generally ill-equipped as a considerable percentage of schools do not have even basic facilities available on the school premises. The research and resource institutions available in the region as well as in other parts of the country may be contacted for helping these states in undertaking the exercise of capacity

building of local personnel.

## 3. NEED AND SIGNIFICANCE OF THE STUDY

Secondary education serves as a link between the elementary and higher education and plays a very important role in this respect. A child's future can depend a lot on the type of education he/she receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing the child to a bright future.

A significant proportion of population does not have access to secondary schools in rural areas. According to the Seventh All India Educational Survey (2002-03) nearly 20 per cent of the population at high school and 30 per cent of the population at higher secondary school do not have access within a distance of five and eight kilometres respectively.

The Sarva Shiksha Abhiyan (SSA) program set up by the government to bring elementary education to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary education infrastructure across the country. It is now a well recognize fact that eight years of elementary education is insufficient to equip a child for the world of work and it is necessary that access to secondary education must be enhanced and its quality be improved. On the recommendations of CABE, Government of India has prepared a Centrally Sponsored plan for universal access at secondary education known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th plan at a total cost of Rs.20,120 crore and to contain dropouts at class VIII.

The goal of universal secondary education cannot be achieved unless the efficiency of primary education system is improved, without which even the goal of UEE cannot be achieved. Once the goal of USE is achieved, only then one can think of universalisation of senior secondary education (USSE).

The present study is an attempt in this direction and assesses the objectives of Rashtriya Madhyamik Shilksha Abhiyan (RMSA) in terms of indicators of access, quality and equity. So to evaluate the RMSA is significant and needs to be studied on. Hence the present study is justified.

## STATEMENT OF THE PROBLEM

In view of the above, the present study has been stated as under:

**"RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) IN THE STATE OF HIMACHAL PRADESH: AN EVALUATIVE STUDY"**

## OBJECTIVES OF THE STUDY

The objectives of the study are stated as follows:

I. To study the attainment of indicators of physical access to secondary education in terms of:
   a) Expansion/strengthening of existing secondary schools and high schools.
   b) Up gradation of upper primary schools with necessary infrastructures facilities and teachers.
   c) Opening of new secondary schools in unserved areas.
   d) Availability of disabled friendly buildings.
   e) Transportation facility or residential facility made available for the benefit of the students.
   f) Name and distance of nearest secondary schools from where school is located at.
   g) Natural or man-made barriers in the opinion of the teachers for accessing the education of the children.

II. To study the attainment of indicators of social access to secondary education in terms of:
   a) Major variations in the pattern of attendance in respect to SC, STs, Girl Children and children from economically weaker background.
   b) Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.
   c) Efforts made to minimise the teasing, harsh remarks etc. used by the teachers.

III. To study the attainment of indicators of quality in secondary education in terms of:

a) Providing required infrastructure like black board, furniture, libraries, Science and Mathematics laboratories, computer labs, toilet and drinking water facilities.
b) Appointment of additional teachers and in-service training of teachers.
c) Bridge courses for students passing out of class VIII.
d) Residential accommodation for teachers in rural and difficult hilly areas.
e) Proper seating arrangement in the classroom.
f) Teaching aid, blackboards, integrated science and math laboratory, Art/ craft room facility.
g) Health camp facility made available to the children during previous six months.
h) No. of teachers (Male and female) and teacher vacancies.
i) No. of teachers available for each class and for teaching Science, Mathematics and language.
j) Alternative arrangements in case of vacancy.
k) All teachers possess professional training qualifications or not.
l) Teacher's diary maintained by the teachers or not.
m) In-service teacher trainings are provided to the teachers or not.
n) Nature and frequency of interaction with the parents of CWSN.

IV. To make a survey of the number of out of School Children in terms of:

a) No. of Children dropped out of the school at the secondary level of age group 14-16 year wise on the basis of report submitted on dropouts on monthly, quarterly or half yearly or annual basis to the higher authorities.

V. To study the attainment of indicators of equity in secondary education in terms of:

a) Free lodging/boarding facilities for SC, ST and OBC students.
b) Providing scholarships to meritorious students.
c) Inclusive education for differently abled children
d) Expansion of open and distance learning for out of school children.
e) Reasons for dropout girls from marginalised and rural section.
f) Achievement and attendance of girls from marginalised and rural section.
g) Reasons for dropout in SC, ST and OBCs.

h) Achievement and attendance of SC, ST and OBCs.

i) Vocational programmes launched for the benefit of the students.

j) Participation level of girls in classroom processes and co-curricular activities.

k) Guidance and counselling cell constituted by the school or not.

l) Guidance and counselling facilities provided to the girls.

m) Counselling of parents to handle the problems related to girls.

VI. To make a survey of the civil works in terms of:

a) No. of classrooms for IX and X class.

b) Location of school adjacent to or within any sensitive area.

c) Type of building, Material used for the roof and windows.

d) Natural and Artificial lighting and air circulation arrangements.

e) Seating arrangements and display arrangements in classrooms.

f) Library, laboratory and kitchen design.

g) Facilities for physically challenged.

h) Laboratory, kitchen, fire, electrical safety of building design.

i) Disaster preparedness plan of the school.

j) Type of construction activity in the Schools.

k) Timing of the construction activity during school hours or not.

VII. To make a survey of the financial management in terms of:

a) Nature of financial records and registers maintained on daily basis.

b) Types of funds/grants received and the month of receipt.

c) Proposals for expenditure and expenditure statements are shared with the community or not.

VIII. To make a survey of the school annual grant in terms of:

a) School annual grant and maintenance grant received in time or not.

b) School annual grant being properly utilised or not.

c) Minor repair grant received in time or not.

d) Minor repair grant being properly utilised or not.

IX. To study the innovation in terms of:

a) No. of innovative proposals to be undertaken during the current financial year and actual number of innovative proposal sanctioned.
b) No. of innovative proposals to sanctioned in the previous calendar year and number of them completed.

X. To study the procurement aspects in terms of:

a) Construction Work done is in line with the approval of PAB.
b) Construction Work done is in line with the layout plan.
c) Accounts books related to civil work maintained or not.
d) Stock registers maintained or not.

## DELIMITATION OF THE STUDY

1. The study will be confined to the Hamirpur, Bilaspur, Shimla and Solan districts of Himachal Pradesh.
2. The study will be delimited only to high and secondary schools of Himachal Pradesh.

## OPERATIONAL DEFINITIONS OF THE TERM USED

### Rashtriya Madhyamik Shiksha Abhiyan

A centrally sponsored scheme called as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March 2009 by the Government of India to make secondary education of good quality available, accessible and affordable to all the children of the age group 14-18. The objective of the scheme is to enhance access to and improve quality of education at secondary stage.

### Evaluative Study

Evaluative study means seeking views of principals/headmasters and State Project Officer/District Project Officer about the running of Rashtriya Madhyamik Shiksha Abhiyan as per guidelines.

## METHOD AND PROCEDURE

The present study aims to evaluate the national programme on secondary education i.e. Rashtriya Madhyamik Shiksha Abhiyan. In order to fulfil the objectives of the

study “Survey Method” of research will be used. In Survey Method, detailed description of existing phenomenon is collected with the intent of employing data to justify current conditions and practices or to make intelligent plans for improving them. Survey study permits us to study public opinions and attitudes as well as to obtain factual information.

**SAMPLING**

Firstly, out of 12 districts, four districts will be selected randomly. From each selected district 25 high/senior secondary schools will be selected at random making the total no of 100 schools. Then investigator selects the sample of 100 principals/ head teachers. SPO/ DPO will also be included in the sample.

**TOOLS**

Keeping in view the nature of the study the following tool will be used by the investigator:

1. Questionnaire for the headmasters/principals for the attainment of indicators of access, quality and equity to secondary education.

2. Interview Schedule for State Project Officer/District Project Officer.

3. School Records and attendance registers of teachers and students.

These tools are to be constructed by the investigator herself.

**DATA COLLECTION**

The requisite information for the study will be collected with the help of the tools. For this purpose the researcher will administer the tools to the sample and the information will be collected.

**ANALYSIS OF DATA**

The data will be analysed in the form of percentage.

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